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AERA-SIG Curriculum Newsletter

American Educational Research Association

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NEWSLETTER

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Special Interest Group of the American Educational Research Association

No. 20

July, 1981

I understand from "my eyes" in Los Angeles that I missed a great and successful meeting of AERA and more specifically this Special Interest Group. It seems our cooperative efforts with Division B have again paid off in big dividends as they did in Boston over a year ago. I'm sure we can expect another successful program in New York in 1982. This is further ensured by the addition of Elizabeth Vallance to our membership. Dr. Vallance is the 1981 Division B program chair.

Please note the renewal form at the end of this newsletter. Dues are still only \$3. Please submit your payment promptly to George Willis at The University of Rhode Island.

A bibliography entitled "A Sampling of SIG Related Studies, 1980-81" is attached to this newsletter as a bonus.

OFFICERS - 1981

1. Officers were elected at the business meeting in Los Angeles as follows:

Chairperson - William H. Schubert, University of Illinois at Chicago Circle, College of Education, Box 4348, Chicago, Illinois 60680.

Secretary/Treasurer - George Willis, Department of Education, University of Rhode Island, 705 Chafee Building, Kingston, Rhode Island 02881.

Newsletter Editor - Michael P. Roetter, Office of Institutional Research and Curriculum Planning, Owens Technical College, Caller Number 10,000, Toledo, Ohio 43699.

1982 AERA ANNUAL MEETING

For the 1982 AERA annual meeting in New York, Ann and William Schubert will serve as co-chairs for the SIG portion of the program. Papers, symposium, dialogue, poster, and innovative proposals are welcome. The Schuberts can be reached at the following address until August 24 after which they will return to Chicago.

c/o Dr. Antoinette A. Oberg
Faculty of Education
University of Victoria
P.O. Box 1700
Victoria, British Columbia V8W 2Y2
Canada Phone: 604-477-6911

Not an official AERA Publication

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NOTE: Program time at the annual meeting is based upon membership. It is, therefore, paramount that membership be renewed immediately. Last year, the SIG enjoyed five session slots some of which were used as half slots to co-sponsor sessions with Division B. Round Tables and Poster sessions are additional. Please call or write Ann or Bill Schubert to suggest ideas. Proposals will be submitted for review.

COMMITTEE OF THE HANDICAPPED

SIG member Neal J. Gordon will be our representative to the AERA Committee on the Handicapped. Dr. Gordon, a psychologist interested in bridging studies of curriculum and developmental psychology, served on this committee last year. Suggestions on ways that AERA can provide for the handicapped should be sent to him. The address is:

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MEMBERSHIP:

As of March 30, 1981, the SIG had 100 paid-up members for 1980-81. Of these, 83 were members of AERA. Figures of 97 and 80 respectively were reported to the AERA central office on February 16; updated figures will be reported later. Since AERA has recently adopted rules allocating one 1½ or 2 hour session (exclusive of "off hours," small round table, and poster sessions) at the 1982 Annual Meeting for each 19 AERA members in a SIG, we should be assured of at least four such sessions in 1982.

An updated list of members will be included in newsletter No. 21 which should appear in October or November. For members, though, who wish to mail papers or materials to other members, sets of address labels can be obtained from George Willis at the University of Rhode Island.

SIG ON RESEARCH UTILIZATION

During the SIG business meeting in Los Angeles, Diane Cassman, Chairperson of the SIG on Research Utilization has expressed an interest in cooperative ventures with interested members of our SIG. Members wishing to explore this relationship further are encouraged to contact Dr. Cassman. She can be reached at the following address: Peik Hall, University of Minnesota, Minneapolis, MN 55455.

At the same meeting, Ron Brandt, editor of Educational Leadership, Bob Donmoyer of Ohio State University, and others expressed a desire to explore issues about relationship between curriculum and technologized forms of knowledge creation and utilization.

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MONOGRAPH TO SIG RELATED WRITINGS

Edmund Short led discussion in Los Angeles of the idea of a monograph to SIG related writings. He suggests that it can be done at Pennsylvania State University in the same attractive manner as the Proceedings of the Society for the Study of Curriculum History. Some of the participants in SIG related sessions have been contacted about submitting their papers for this project. Members who wish to submit manuscripts should send them to: Dr. Edmund C. Short, Pennsylvania State University, College of Education, Division of Curriculum and Instruction, 141 Chambers Building, University Park, PA 16802. Manuscripts submitted will undergo a peer review process. If there is sufficient interest, such a monograph may be offered on a regular basis. It may even generate the where withal for wider distribution. It could also become an excellent means of communication among curriculum scholars, and could be used in advanced curriculum courses.

ASCD CURRICULUM COMMITTEE

It may be of interest that the Association for Supervision and Curriculum Development (ASCD) has established a Curriculum Committee, composed of more than 100 members to study the relationship between curriculum theory and practice. The committee is composed of representatives from universities, schools, and governmental and private agencies. The representatives, selected from a large pool of applicants, met at the 1981 ASCD meeting in St. Louis. They heard perspectives from Ralph Tyler, William Pinar and Madeleine Grumet, and Decker Walker after which plans were developed. The committee will meet at ASCD conferences in 1982 and 1983.

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Bill Schubert was pleased to receive a thank you letter from Elizabeth Vallance, Program Chair for Division B. Dr. Vallance's sentiments are best expressed in her own words. The following is a excerpt from her letter to Bill.

...If it seems appropriate to you, I'd like to extend some kind of formal thanks to the SIG (and specifically to you) on behalf of Division B, since your considerable help with session-sharing was absolutely critical to Division B's program. I tried to indirectly thank the SIGs through the acknowledgment footnotes in my "program summary" which went to all readers and presenters in Division B, but the C&U SIG was most critical--our four shared sessions gave me two extra spaces, and that mattered a lot. If you feel it fits your publication standards or whatever, please feel free to add something like the following to the next SIG newsletter: "The Program Chair for AERA's Division B, Elizabeth Vallance, extends a special thanks to the SIG on Creation and Utilization of Curriculum Knowledge--and expecially to Bill Schubert, who made all those decisions--for its substantial help in sharing program time. The four sessions co-sponsored by the two groups were well chosen, and they provided an additional two program listings which the Division would have lost otherwise. Bill was heroic in coming to the rescue, and all of us benefited by the sessions he chose to co-sponsor." But you were great...

A LANDMARK BOOK

Seldom does a book appear that parallels the interest of members of this SIG, but here is one that clearly does. It is Knowledge Application: The Knowledge System in Society by Burkart Holzner and John H. Marx of the University of Pittsburgh (Allyn & Bacon, 1979). Among the topics covered by the authors are Knowledge Production; Organization, Distribution, and Storage of Knowledge; and Knowledge Application. They are treated generically with references and illustrations to these processes in various disciplines and professional fields such as mental health, medicine, education, etc. The book stresses the social structure of the knowledge system in the United States as they cut across these three domains and interface with one another. The detail and complexity of the descriptions provided are by far the most telling available on this subject to date. The work is embedding in a broad context of ideas about the sociology of knowledge structures and about the larger issues of sociocultural change. Everyone seriously interested in understanding the social structures of the knowledge system will find this book required reading. Implications for our own specialty of curriculum are sure to thrust themselves upon the careful reader of this book. (Edmund Short)

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- Elbaz, Freema, and Robert Elbaz, "Literature and Curriculum: Toward a View of Curriculum as Discursive Practice," Curriculum Inquiry, 11(Summer, 1981), 105-122.
- Giroux, Henry A., "Dialectics and the Development of Curriculum Theory," Journal of Curriculum Theorizing, 2(Summer, 1980), 27-36.
- Giroux, Henry A., "Schooling and the Culture of Positivism: Notes on the Death of History," Educational Theory, 29(Fall, 1979), 263-284.
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- Pagano, Jo Anne, and Lawrence Dolan, "Foundations for a Unified Approach to Evaluation Research," Curriculum Inquiry, 10(Winter, 1980), 367-381.
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